**Common Core LESSON PLAN** Teacher: Susan Hartley Grade: K Subject: Dance & ELA

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| **Length of Assignment:**  This unit is designed to take place over a one (30-45 minute) class period. Variations and extensions can develop into further lessons, and also can be repeated without in depth explanations as a warm up through out the year – or years. | **ELA Standards:**  **RL.K.5. Recognize common types of texts (e.g., storybooks, poems).**  **RI.K.10. Actively engage in group reading activities with purpose and understanding.**  **RF.K.2.**a. **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** Recognize and produce rhyming words.  **W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.**  **Extension:**  **SL.K.5.** **Add drawings or other visual displays to descriptions as desired to provide additional detail.**  **DANCE Standards:**  **K.CP.1.**4. **Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.** Create dance movements to represent words, ideas, experiences, and feelings.  **K.R.1.** **Use a variety of thinking skills to analyze and evaluate dance. Interpret the meaning of various dance movements and dances.**  **K.C.1.1. Use dance to illustrate how people express themselves differently.**  **K.C.1.2. Recognize connections between dance and concepts in other curricular areas.**  **Objective:** Students will be able to create and perform movements related to POETRY’S RHYMES AND RHYTHMS, NURSERY RHYMES AND SONGS. (*Brain Compatible Dance Education*, Anne Green Gilbert, NDA, 2006. [www.creativedance.org](http://www.creativedance.org) ) |
| **Bloom’s Taxonomy**  My lesson provides opportunities for:  Remembering  Understanding  Applying  Analyzing  Evaluating  Creating          **Types of Activities:**    Teacher assisted  Independent Work  Small Group | **Instructional Procedures**  **Opening Hook for Learning:**  To generate interest in the topic, the class joins teacher in repeating rhyming words while creating a body percussive rhythm. For example while clapping hands, tapping thighs, shoulders and/or head: walk/talk, line/fine, tall/small, ball/wall, fall/crawl, along/a song, etc. (Check with classroom teacher for rhyming words with which students are familiar - make the connection!)  **Prior Knowledge:**  Students will need to have experience with what is a rhyme (words that share a similar sound) and a rhythm (a flow of rising and falling sounds in language that is produced in verse by a regular repeating of stressed and unstressed syllables- a beat).  **Direct Instruction**:  Teacher will introduce the concept of using familiar rhymes and songs to perform the Brain Dance. Some students will be unfamiliar with the rhymes, but are encouraged to join in as soon as they can. All students are expected both to recite and sing as they move!  Teacher will lead and demonstrate. See attachment of poetry used in each step of the Brain Dance. These examples are by Anne Green Gilbert and Terry Goetz, adapted by Susan Hartley with permission to share and invite you to do the same!  Do perform the Brain Dance and its rhymes in sequence, re-establishing fundamental movement patterns of early human development.  **Understanding:**  Students will perform with teacher, but then will continue the rhyme and movement sequence without the teacher’s participation – either in movement and/or recitation. Each step of the Brain Dance (and each corresponding rhyme) may be repeated for understanding.  **Independent Practice:**  Students individually perform the rhyme with corresponding movements. Students also may work within a duet or trio. Students may share another rhyme that they know and we as a class will create a corresponding Brain Dance movement series to that new rhyme.  **Word Work:**  Students will identify the rhyming words in each movement section.  Students will perform the correct rhythm, both vocally and physically, in each movement section. |
| **Teacher’s Reflection: Today I…**  Used data to plan the lesson.  Stated my objectives clearly.  Actively engaged students.  Integrated Bloom’s Taxonomy  Provided time for interaction.  Gave feedback.  Kept the lesson aligned. | **Assessment:**  **Word Work:**  Students will identify the rhyming words in each movement section.  Students will perform the correct rhythm, both vocally and physically, in each movement section.  4 Student clearly and consistently identified rhyming words and demonstrated correct rhythm in each poem.  3 Student identified rhyming words and demonstrated correct rhythm most of the time.  2 Student identified rhyming words and demonstrated correct rhythm some of the time.  1 Student was unable to identify rhyming words and demonstrate correct rhythm in the poetry. |
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